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Jones. From the standpoint of vocabulary the books represent an effort to get at the common words of the English language.

The difficulty of the 4,000 words used was determined by the standardization made in the Ashbaugh-Iowa Spelling Scale, the Ayres Spelling Scale, and the Buckingham Extension of the Ayres Spelling Scale. The division of the words into lists for the different grades has, therefore, been accomplished by the most accurate method possible at the present time. It shows a marked contrast to the guesswork which determined the selection of words for most of the older spelling books.

In the presentation of words the phonetic and unphonetic words are grouped separately. Reviews and standardized test lists occur at frequent intervals. In the upper grades use is made of composition and dictation work in an effective way. Opportunity is given throughout for the gradual development of dictionary habits.

Book One is for the first four grades and Book Two for the last four of the elementary school. Considering the careful and scientific manner in which the books have been constructed, they make a valuable contribution to the list of modern elementary texts.

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*Educational aspects of highway engineering and transport.*—It seems a far cry from the day not long past when the farmers "graded" the roads "by guess and by gosh" to the modern period when the foremost transportation experts of the country are calling upon the colleges and technical schools to supply trained engineers by the thousands who can wisely supervise the expenditure of the millions of dollars appropriated yearly for the improvement of our highways.

A report<sup>1</sup> of the conference on highway engineering and highway transport education held at Washington last May under the direction of the Commissioner of Education is now available. It contains a report in condensed form covering the preliminary conference held at Ann Arbor, Michigan, in April, and presents a full account of the proceedings of the larger meeting.

The importance of the highway engineering and highway transportation problem is strikingly set forth by Mr. Roy D. Chapin, president of the Hudson Motor Company, when he says, "We have practically eight million motor vehicles in the country today and we are adding to that number by hundreds of thousands each month." He estimates that thirty million persons ride in automobiles each day in the year. Motor trucks in 1919 hauled one billion tons of freight, while only ninety millions of tons were carried on the Great Lakes and the Mississippi River, and only two and one-half billion tons were hauled by the railroads of the country. In the minds of automobile men, transportation experts, and technical school officials the colleges must supply

<sup>1</sup> F. L. BISHOP and WALTON C. JOHN, "Education for Highway Engineering and Highway Transport," *Bureau of Education Bulletin No. 42, 1920*. Washington: Department of the Interior. Pp. 134.

trained men to solve the highway problems of the future. Road building and highway transportation will require about 1,100 graduate engineers yearly who are capable of earning from \$1,800 to \$15,000 per year. That a shortage is certain is shown by the fact that all of the civil-engineering courses in the country graduate barely that number each year.

Educators will be interested in the fact that the conference maintained that road and transport problems should be a part of elementary- and high-school programs. "It was the consensus of opinion that pupils in grammar and high schools should be taught traffic regulations and the fundamentals of highway transportation as it affects daily life." This report will be valuable to teachers and supervisors in technical institutions, and will be of general interest to all. It points unmistakably to a new and complex problem arising in our economic and educational life.

*Vocational guidance bibliography.*—Regardless of what the ultimate development of vocational guidance may be, its past application has been seriously limited by the lack of specific and accurate information regarding the requirements and rewards of various occupations. During recent years a considerable body of material has been accumulated touching many kinds of occupations, but it has been scattered and not available for many schools. A recent book<sup>1</sup> by Frederick J. Allen brings together the bibliography of this material in such a way that the teacher of occupations can now secure the best references as they are needed.

The significance of the book is better realized when one views the present status of the study of occupations and the need of reliable material for educational and vocational guidance.

It is the purpose of this volume to present the latest and most authoritative material now available for educational and vocational guidance, for use in classes in occupations in the public schools, for vocation bureaus in colleges, and for librarians. The necessary inclusion of a considerable number of general reference books and textbooks should give it value not only in choosing a life work but in determining on courses of study, for students in vocational classes in the technical and higher institutions as well as in junior high and high schools.

The establishment of life-career courses in the schools is much more widespread and significant than is generally supposed. One hundred and ninety-four high schools in eighteen North Central states already have classes in occupations. In Los Angeles, in October, 1919, out of 6,061 children enrolled in the junior high schools of the city 2,590, or 42.7 per cent, were found in classes studying occupations. Cities and towns in the East are introducing such courses as the wisest and most effective means of giving vocational information to young people [p. iii].

The author gives a general outline for the use of the book in the study of a vocation. The fundamental points for such a study are the importance of the occupation; the kind of work to be done; the advantages and disadvantages

<sup>1</sup> FREDERICK J. ALLEN, *A Guide to the Study of Occupations*. Cambridge, Massachusetts: Harvard University Press, 1921. Pp. xiii+183.